

THE *Journal* **AER**  
OF THE

SEP 1 1945

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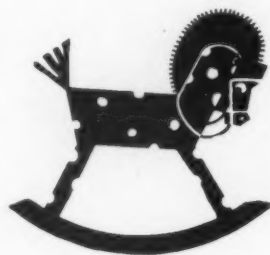
**September, 1945**

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**THE ASSOCIATION FOR EDUCATION BY RADIO**



## *The Hobby Horse*

believes it is of interest to everyone that the Radio Council of the Board of Education of Chicago presents the following radio programs to promote among Chicago children a wider interest in reading good books.

*Mondays:* RIVERS OF AMERICA WBEZ and WIND 1:30 p.m.  
(For Upper Elementary and High School Grades)

*Mondays:* BAG OF TALES WBEZ and WJJD 2:15 p.m.  
(For Kindergarten and Primary Grades)

*Wednesdays:* AMERICA'S HEROES WBEZ and WIND 1:30 p.m.  
(For Middle Elementary Grades)

*Fridays:* JACK AND JILL WBEZ 9:45 a.m.  
(For Kindergarten and Primary Grades)

*Fridays:* LADY MAKE BELIEVE WBEZ and WIND 1:30 p.m.  
(For Middle Elementary Grades)

*Fridays:* BATTLE OF BOOKS WBEZ and WJJD 2:15 p.m.  
(For Upper Elementary Grades)

THE HOBBY HORSE BOOK SHOP

CARSON PIRIE SCOTT & Co.

First floor ★ wabash



## ...But *Jeepers*, Dad, it's hard to hear what Teacher says!

I LISTEN HARD... harder, I bet, than the other kids. But I can't hear teacher very good. An' when I ask questions, she says she talked about that, an' 'why don't I pay attention?' It makes me feel funny. The kids tease me, too—they say I'm 'dopey' just because they have to repeat things to me. Gosh, Dad—does a fellow really *have* to go to school?

\* \* \*

If you suspect that impaired hearing is handicapping your child—consult an

ear specialist. If he recommends a hearing aid, bring the child to your nearest Zenith dispenser to try a new Zenith Radionic Hearing Aid. No complicated tests. The child's own ears decide from three models, priced at \$40 and \$50, including the new Zenith Neutral-Color Earphone and Cord that are *so inconspicuous*. Remember—Zenith has always stood for quality. Mail coupon for *free* literature, today. Zenith Radio Corporation, Chicago 39, Illinois.

### A New Zenith Model for Practically Every Type of Correctable Hearing Loss

**Model A-3-A.** The popular Air Conduction Zenith—a *super-power* instrument. Tremendous reserve volume to assure maximum clarity and tone quality even under the most difficult conditions! Complete, ready-to-wear, with Neutral-Color Earphone and Cord, only \$50.

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#### CHOICE OF COLORS, TOO. NO EXTRA COST!

The Lustrous Ebony Amplifier harmonizes with dark clothing. The new Pastel Amplifier harmonizes with light color and sheer apparel.

There are cases in which deficient hearing is caused by a progressive disease and any hearing aid may do harm by giving a false sense of security. Therefore, we recommend that you consult your otologist or ear doctor to make sure that your hearing deficiency is the type that can be benefited by the use of a hearing aid.



THE NEW  
**ZENITH**  
RADIONIC  
HEARING AID

BY THE MAKERS OF ZENITH RADIOS

"Buy Victory Bonds—Better Than Cash"

#### PASTE ON PENNY POSTCARD AND MAIL

ZENITH RADIO CORP., Dept. AER-9A  
6001 Dickens Avenue, Chicago 39, Ill.

Please send me *free* literature about Zenith Radionic Hearing Aids—together with name and address of nearest Zenith Dispenser.

Name

Address

City  State

☐ Physicians check here for literature.



# Who? What? Where? When?

Paul Woodbridge is now a lieutenant, senior grade, and is devoting his time to audio-visual production and utilization matters for the Marine Corps.

I. Keith Tyler, AER president, spent the last three weeks of June in Portland, Ore., where he served as a member of the staff of the KOIN Radio Institute.

**Educational FM stations** were assigned by the FCC to use a new frequency band between 88 and 92 megacycles. This will involve the remodeling of all existing FM transmitters and the conversion or replacement of FM receivers.

**The Canadian Broadcasting Corporation** reports that 20 per cent of all schools in Canada, about 4,000, representing an audience of 200,000 students, were listening regularly last year to national, regional, and provincial school broadcasts.

Ralph Stettin, who co-authored an article, "Who Are the Educators?", which appeared in the February AER JOURNAL, has been transferred to the West Coast. He flies all over the Eastern Pacific supervising training aids offices in the various Navy bases.

Ruth Weir Miller, radio assistant, Philadelphia public schools; lecturer on radio, University of Pennsylvania, and one of the consultants at the KYW Summer Workshop; lectured on utilization and evaluation at the Teachers' Radio Workshop at WBZ, Boston, August 2.

**Arch Oboler's book, *Plays for Americans***, which was published by Farrar and Rinehart, in cooperation with the AER, has shown a substantial profit which has been applied to the credit of the AER. Mr. Oboler has donated all his wartime rights and profits in connection with this book to the AER.

Wallace L. Kadderly has left his former post as chief, Radio Service, Office of Information, U. S. Department of Agriculture, and is now farm director, Station KGW, Portland, Ore. The move, which was made early in July, is a homecoming for Mr. Kadderly who is a native Oregonian and was for many years director, Radio Station KOAC, Corvallis, Ore.

Paul Reed is back again at his post as director of audio-visual education in the public schools of Rochester, N. Y., after 38 months in wartime Washington. From May, 1942 to August, 1943 he was head of the Non-Theatrical Division, Bureau of Motion Pictures, OWI. From then until June, 1945 he was a visual specialist with the Division of Visual Aids for War Training, U. S. Office of Education. In the latter post he supervised the production of sixty-nine visual units consisting of motion picture and filmstrip. Most of these were in the field of aviation maintenance and fabrication.

**American Education Week**, the AER JOURNAL is pleased to announce, will be observed November 11-17, 1945. Radio, as always, should play an important part in this event.

**The Radio Council**, Chicago public schools, and the Illinois Congress of Parents and Teachers sponsored a radio conference April 10 at the Board of Education offices in the Builders Building, Chicago.

William E. Drips, NBC director of agriculture, was appointed recently to serve as a radio consultant to OPA. He will advise that agency regarding radio material for rural and farming sections of the country.

E. William Ziebarth, director, Minnesota School of the Air and acting director, Station KUOM, University of Minnesota, has begun work as education director and production manager of Station WCCO, Minneapolis.

Elmo C. Wilson was recently appointed to the post of director of research for CBS. Mr. Wilson has been on leave from the University of Minnesota carrying on war-related research for the federal government since May 21, 1940.

Eugene Octave Sykes died June 21, 1945, in Washington, D. C. Judge Sykes had long been interested in radio and was one of the members of the Federal Radio Commission, the predecessor of the Federal Communications Commission.

Francis Noel is now chief, Department of Audio-Visual Education, State Department of Education, Sacramento, Calif. Mrs. Noel, formerly Elizabeth Goudy, has left her post in the U. S. Office of Education and has joined her husband in Sacramento.

Samuel Serota is the new director of the Educational Department of WIP, Philadelphia. He has had many years' experience in radio as assistant program director, production manager, special events director, producer, director, script writer, and actor.

Vivian Fletcher stays at home in Bethesda, Md., while AER member and husband Arthur is in England helping Phil Cohen with American broadcasting activities there. Vivian is writing scripts for local stations and also does some assignments for the Treasury Department.

**Books—Bring Adventure**, a series of dramatized book adaptations, which the Association of Junior Leagues has made available to local radio stations for presentation by transcription, is being recorded on 12-inch records for playing on any standard phonograph. The first 13 programs are now ready and may be secured for \$3.50 per book from the World Broadcasting Company, 711 Fifth Ave., New York 22, N. Y.

Lyman Bryson, CBS director of education, received the "four bomb" award [highest rating] for May from the Writers' War Board for his achievements as moderator of *The People's Platform*, and for the high quality of his new series of talks, *Problems of the Peace*.

Burton Paulu, on leave from his post as manager, Station KUOM, University of Minnesota, has left his work with the OWI in London and is now serving as musical director of Radio Luxembourg, a 150-kilowatt station which covers most of Europe and is being used for psychological warfare.

Albert Crews, a production director for NBC, Chicago, and former radio instructor, Northwestern University, was commissioned a major, and sailed for France August 15 to establish a radio department in the USAFI school at Biarritz, France. He expects to be on leave for seven months.

## NATIONAL OFFICERS

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The Association sponsors Alpha Epsilon Rho, an undergraduate, professional fraternity in radio. SHERMAN P. LAWTON, *Executive Secretary*, University of Oklahoma, Norman, Okla.

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## Reflections from the Editor

**A** DOUBLE VICTORY has been achieved since the publication of the April, 1945, issue. To end wars against two such stalwart foes as Germany and Japan in approximately three months is no mean feat. We thank God that there was the courage, vision, and strength to subdue the forces of evil that threatened to engulf the World.

**Volume V** begins with this issue. Every Association member has a right to feel a sense of personal pride in the birth and successful development of a national, professional magazine—the only one in the field of education by radio. Since accepting the post a little over a year ago, it has been the sole aim of the Editor to produce a journal which would be “must reading” for teachers at all levels from the kindergarten through the university, and for all radio people who have an interest in the educational uses of radio and other audio aids.

Cooperation is the key to continued success and constant improvement in the AER JOURNAL. No editor, by himself, can produce a first-class publication. Every individual member must constitute himself a committee of one to supply news and the results of successful experimentation and use in the radio education field. Every local and regional association needs a regularly designated representative to keep the Editor informed of developments within his Association. A beginning in this direction was made during the past year. The year ahead must produce a vast improvement in the number of contacts from AER members scattered throughout the world to the Editor. He, in turn, feels confident that the cooperation of every reader will be secured and that Volume V will prove to be the best in the history of THE JOURNAL.

**Two changes**—Beginning with the current issue, THE JOURNAL has a new publisher. The Executive Committee and the Editor felt that much delay could be obviated by having the printing done in the Twin Cities. Consequently, a contract was signed recently with the Colwell Press of Minneapolis.

James G. Hanlon, whose post as Supervising Editor for 1944-45 involved the handling of contacts with the printer, has found his work at WGN too heavy to permit his keeping on in that phase of his work. However, he will continue to be responsible for circulation and now has the title of Circulation Manager.

**An orchid to the FCC**—The Editor wishes, both personally and on behalf of the Association, to commend the FCC on its liberal provision for education in the FM allocations. The twenty frequencies allocated for noncommercial use are generous and should prove to be a great stimulus to educational use of radio. The next step is up to the educators.

**Report workshops**—Summer radio workshops have been increasing in number and, we hope, in value during the past two years. THE JOURNAL hopes to report them all as soon as possible. The reports begin with the current issue. All workshop centers are urged to submit immediately concise, factual stories for possible JOURNAL use.

**Air school shifts time**—CBS startled the educational world in July when it announced a shift in time for the American School of the Air. Formerly presented during the school day, this important contribution of network radio to education will be presented from 5 to 5:30 p.m. EWT during the coming school year beginning October 1.

The reasons for this change, according to Lyman Bryson, CBS director of education, are the obsolescence of most school equipment, the impossibility of finding a time which would fit all school schedules, and the rapid growth in number of FM stations over which schools can broadcast programs better adapted to their own specific curricula. Lack of space prevents adequate discussion in the current issue of the ramifications of this change; furthermore, it is perhaps too early now to assess this move; but it will be considered in an early JOURNAL.

**Have you read?**—Summer should be the time of opportunity, when all AER members find it possible to catch up on their professional reading. Those who have, no doubt read with interest the series of three articles by Dixon Wecter on “Hearing Is Believing” which appeared in the June, July, and August issues of *The Atlantic Monthly*. In this series, Mr. Wecter examines in detail the quality and responsibility of radio commentators and his findings provide challenging reading. No AER member should miss the series!

The Sunday Radio Page of *The New York Times* continues to provide much worthwhile discussion of radio and its problems. The July 15 issue, for example, offers an article, “Let Writers Write,” by Norman Rosten.

Mr. Rosten, an American Academy of Arts and Letters award winner, feels that “radio is the sheerest caricature of art,” and that “most serious writers have chosen to stay in their rooms and write books.” The fault, as he finds it, is because “the sponsor and the advertising agency have taken over radio.” He points out that “the war has given radio a shot in the arm and radio has done some wonderful things. It has spoken out and it can speak when it wants to—boldly, proudly. It has put on a number of fine shows dealing with the war and the veteran particularly.” But it is the postwar period that worries him. Besides getting back the control of writing from the sponsor and the advertising agency, he urges as most important that we have “a wider outlet for non-commercial radio drama—and pay for it.”—TRACY F. TYLER.



# LISTEN TO *Rivers of America*

A new series of fifteen minute radio broadcasts based upon the RIVERS OF AMERICA series, edited by Hervey Allen and Carl Carmer and published by Farrar and Rinehart. These have been selected and edited for radio presentation by George Jennings.

September 17	THE ST. JOHNS, by A. J. Hanna and Branch Cabell
September 24	THE CHARLES, by Arthur B. Tourtellot
October 1	THE BRANDYWINE, by Henry Seidel Canby
October 8	THE JAMES, by Blair Niles
October 15	THE KENTUCKY, by T. D. Clark
October 22	THE CHICAGO, by Harry Hansen
October 29	THE KAW, by Floyd B. Streeter
November 5	THE ARKANSAS, by Clyde Brion Davis
November 19	THE MISSOURI, by Stanley Vestal
November 26	THE POWDER, by Struthers Burt
December 3	THE HUMBOLT, by Dale Morgan
December 10	THE SACRAMENTO, by Julian Dana
December 17	THE SALINAS, by Anne B. Fisher
January 7	THE MISSISSIPPI, script by George Jennings
January 14	THE COLUMBIA, script by George Jennings

THESE have been selected from the twenty-seven volumes which comprise the *Rivers of America* series. Each volume has been the work of an outstanding author whose association with his river is close and personal. The illustrations are by distinguished American artists who have worked on the actual scene. Each \$2.50.

**TIME: Monday                      WBEZ - 10:45 A. M.**  
**WBEZ and WIND - 1:30 P. M.**

**FARRAR & RINEHART, 232 Madison Ave., New York 16, N. Y.**

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n.b. The RIVERS OF AMERICA map, 45 inches by 28 inches, may be obtained from publishers for 25 cents a copy.

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# San Francisco Public Schools Cover the Conference

**W**ITH SAN FRANCISCO the focal point of world interest during the United Nations Security Conference, the San Francisco public school system's FM radio station, KALW, has had the chance to observe and record history-making events at first hand.

KALW has always made the broadcasting and recording of special events a station policy. Whenever possible the school station moves its portable equipment to any location where something is happening to make available to the schools news while it is news and to put into its files material that will increase in value with the years as history.

Before the momentous Conference convened, the San Francisco school station made contact with representatives of nations that were to be invited to the Conference. Talks and interviews with these representatives were broadcast and recorded with the intent of furnishing better understanding and relationships between the nations of the world. These records are now part of KALW's permanent files and may be drawn upon at any time to compare pre-Conference attitudes with the final conclusions decided upon at this momentous meeting.

While the Security Conference was in session, KALW recorded and broadcast simultaneously all meetings open to the public. In this way, not only were all the schools in the San Francisco system able to hear history while it was being made, but they also now have available to them a complete document of the epoch-making event that has taken place in our city.

Each day KALW broadcast to the schools a preview of the events to take place and a resume of the proceedings to date. These previews and resumes were presented by nationally known commentators and political experts who, in many instances, broadcast their reports through KALW alone.

During the Conference, KALW continued its policy of interviewing foreign representatives. Delegates visited KALW at its studios in Samuel Gompers Trade School, or the Veteran's Building, press headquarters during the Conference, when their views on the epoch-making meeting were

broadcast and recorded. The interviews were planned also to present to KALW listeners the personality of each delegate and his interpretation of some of his own native customs and



JAMES C. MORGAN, *director, FM Station, KALW, San Francisco.*

habits. Again, this type of interview was used to promote international understanding.

All special events associated with the Conference were also recorded. Thus the arrival of President Truman in Hamilton Field and his progress to San Francisco are permanent memories for the San Francisco public schools.

Weekly and daily bulletins were sent to all schools in the San Francisco public school system, advising teachers of the broadcasts to be made in connection with the Conference and also informing them that all material broadcast would be recorded and would be available to the schools at any time for rebroadcast. Several schools have taken advantage of this and have requested rebroadcasts of certain portions of the Conference at more convenient listening times. Under intelligent guidance, San Francisco school children have been able to follow and understand the world-shaking event taking place at their very doors.

As the United Nations Security Conference drew to a close on June 26, 1945, with a World Charter for international peace to its credit, KALW had in its files over 200 hours of recordings of Conference data. The open meetings, from start to finish, comprise the greater number of these recordings! The others are recordings of the analysts, Conference newscasters, numerous talks and interviews by foreign

delegates, and other Conference information of value and interest.

The KALW staff is now busily cataloging this material for future use. The recordings are being analyzed and from them are being drawn programs from half-an-hour to two or three hours in length which will be complete yet direct summaries of the World Meeting. Foreign language programs will be extracted from this wealth of material, as will speeches of documentary interest. These are only a few of many possible uses of this information. KALW plans to utilize her Conference material in every conceivable manner that may prove of value to San Francisco teachers in educating their pupils. She was happy to be on the scene of history in the making and capitalized her opportunity to the maximum. Consequently, San Francisco's school department now has a possession equalled by no other school.

As time passes and the first meeting of the United Nations Commission for International Order recedes farther into the past, the recordings made by KALW should become a treasure of historic importance and a credit to the school system with the foresight to take advantage of the golden opportunity.—JAMES C. MORGAN, director KALW, coordinator, Independent Broadcast Network, UNCIO, and San Francisco AER president.

## Television Experiment

NBC and the New York City Board of Education plan to begin an experiment in the adaptation of television to classroom education this Fall.

School officials and television experts will broadcast a weekly program over WNBT, New York, with a view to determining the type of television program most suitable for educational purposes. Pupils and teachers will evaluate these programs at the NBC studios. The first programs will be in the field of science. In their preparation, America's leading scientists will be invited to take part in selecting material suitable for the creation of programs. Then the same high professional level of production and writing will be given to this type of program as to the best in the field of pure entertainment.

# Education by Radio in the Armed Forces

PFC. PAKULA: Mr. MacLeish, I would like you to explain to the soldiers just what is meant by unconditional surrender for Japan.

SGT. PARR: Yes, Mr. MacLeish, 99 per cent of the soldiers, I believe, don't know what unconditional surrender is. I am one of them.

PFC. ELDER: So am I.

MR. MACLEISH: If there's confusion about that, it should certainly be cleared up. Unconditional surrender means that when Japan gives up, we take over complete control of the country. We accept no conditions from the Japanese, we impose all the conditions on them. In other words, we have complete freedom to do whatever needs to be done to destroy the Japanese war machine, keep order, occupy the country, disarm the people completely and educate them in the ways of peace . . .

Three recently returned veterans of the war in the Pacific, all wearing Purple Heart, Asiatic-Pacific Theater, and Philippine Liberation ribbons, and battle stars with arrowheads, were talking with Archibald MacLeish, Assistant Secretary of State, on *State Department Report*, broadcast exclusively for servicemen and women overseas through the facilities of the Armed Forces Radio Service, [AFRS] of the Information and Education Division, ASF, a combined operation of the Army and Navy, under Army command, which provides radio programs, equipment, and personnel to American armed forces radio stations overseas. The Pacific veterans and Mr. MacLeish were speaking from a studio in Washington. Their fifteen minute conversation was being transmitted over Signal Corps lines to the short wave facilities of AFRS in New York and San Francisco, where the program was being recorded for later broadcast at appropriate hours on short wave beams which would reach to all American armed forces overseas. Thence *State Department Report* was available for rebroadcast directly or by transcription, over AFR Stations in all theaters of war, and over the bullhorns of all U. S. naval craft afloat.

OBS 1: How strong would you say the Japanese land forces are in China?

OBS 2: It would be difficult to say accurately.

OBS 1: If she can keep them supplied, she has a definite advantage.

OBS 2: With her railroads, she is able to dispose her troops quickly and keep them supplied. So, even if we should destroy her navy, and throttle her shipping, Japan would still be able to offer enormous resistance with her highway of steel.

MUSIC: [DRAMATIC PLAYOFF]

ANNCR: You have been listening to *This Is*

*The Story*, one of the series of radio dramas, selected and re-broadcast for the men and women of the American armed forces in every overseas theater of operation.

That was the closing scene from *Japan's Highway of Steel*, broadcast originally on NBC's *Pacific Story* series January 7, 1945 and re-broadcast as an AFRS transcribed production both by short wave from the United States and by transcription on AFR stations overseas. These are but two examples of approximately 130 programs and 52 hours of entertainment, information, and education which AFRS supplies to the armed forces overseas each week. Some programs are broadcast only by short wave, over 20 U. S. transmitters, but the larger number are broadcast both by short wave and by electrical transcription. There are 177 AFR stations overseas, operated under the theater commands, which receive the full AFRS transcription program service. In addition, 49 foreign government and private stations receive a limited number of transcriptions. Numerous sound system installations, operated by small isolated units, receive the weekly programs. Transcriptions also are supplied to troop transports, hospital ships, submarines, and other naval craft. And 100 general hospitals in the United States receive a special group of transcribed programs. Each week a total of almost 18,000 transcriptions are flown overseas to all outlets by air priority, and another 2,300 are sent to general hospitals. Thus by short wave and transcriptions, armed forces overseas receive not only leading entertainment programs of American radio, and original AFRS entertainment features starring popular performers, as in famous *Command Performance*, but informational and educational features on U. S. foreign policy week by week, as in *State Department Report*; contemporary history, as in the selection from *Pacific Story*; interpretations of GI problems for GI's both abroad and upon return home; the meaning of America, as revealed in our history, national heroes, and literature; the adventures of science; the contributions of the nation's national groups; public discussion; and the continuing story of the struggle for freedom by all peo-

ples in all times. This is the broad span of information and education by radio which the War and Navy Departments make available to the men and women of the Army, Navy, Marines, and the Coast Guard, through the AFRS, Army Information Branch, and the Army Education Branch, both of the Information and Education Division, Army Service Forces.

The programs which have definite educational purposes are classified either as informational or educational. Informational programs are concerned specifically with service problems and are original productions broadcast exclusively for military and naval personnel. Educational programs are largely rebroadcasts of domestic network or local programs, although they include a few original scripts. *State Department Report* is an example of an informational program, produced only for short wave transmission. Similar programs broadcast only by short wave are *War Department Report*, *Navy Reporter*, and *What's the Deal?* The latter two answer specific service questions from overseas personnel. Such programs may be received directly, relayed or recorded by AFR Stations, or rebroadcast on public address systems of naval craft. Other informational programs of more permanent value are produced by the AFRS and distributed overseas as transcriptions on an occasional basis as needed. These latter programs may or may not be broadcast by short wave, in addition to being distributed on recordings. The large number of informational programs are of this second type, representative groups being: *Our Japanese Enemy*, with such titles as "The Pacific War," "The Japanese Soldier," "This Is Japan," "Japan's Road to Fascism," and "Japanese Plans for Victory;" *The G.I. Bill of Rights*, including "General Provisions of the G.I. Bill of Rights," "Educational Features of the G.I. Bill," "Loan Provisions of the Bill," and "Supplemental Federal Legislation in Relation to the G.I. Bill;" *These, Our Allies*, with such programs as "Britain," "The Dominions and Total War," "Our Soviet Ally," "China and the War," "Our Ally,

[please turn to page 8]



# MODERN SCHOOLS

## USE RCA SOUND SYSTEMS FOR ESSENTIAL TEACHING AID

**RCA Sound Systems** provide simple and efficient means for instant distribution of radio programs, recordings and lectures to any or all rooms in the school...*Sound Amplification* in auditorium, lunchroom, assembly hall, gym or playground, brings entertainment or instruction to larger audiences...*Intercommunication Facilities* place the school administrator, staff, and faculty members, in instant touch with each other...*Emergency Instructions*, issued in case of fire or accident, may prevent injury or loss of life...*Paging and Special Announcements* over an RCA Sound System save time and effort.

The expert engineering skill that developed RCA's outstanding television, radio, and other electronic products, is responsible for the fine quality of RCA Sound Equipment. Economically priced, easy to operate and maintain, *RCA Sound Systems* are designed to provide dependable service in large or small schools. Plan your RCA Sound Equipment now. For further information write: Educational Department, 43-32G, RCA Victor Division, Radio Corporation of America, Camden, New Jersey.

### RCA SCHOOL SOUND EQUIPMENT



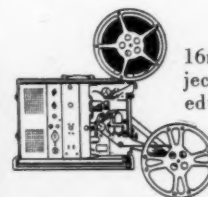
Control console—contains radio, phonograph and microphone, control and selector switches.

Speakers—wall-cabinet and flush-mounted types for inside use; horn-baffle type for outdoor use.



Microphones—dynamic and velocity types in either table or floor-stand mounting.

Intercom units—for communication between key persons or departments.



16mm Sound Projector for showing educational films in classroom or auditorium.



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France," and "Latin America and the War;" and *The Changing World*, dealing with "Medicine at War," "The Chemical Industries," "Electronics," "Agriculture," "Building Construction Trades," and other fields of industry and employment. The purpose of all such programs is obvious and the content is entirely factual and impartial.

Another group of informationals includes special programs, as important state events. Among these, which are broadcast by short wave, and also distributed on recordings, have been *President Roosevelt's Report on the Yalta Conference*, *V-E Day*, *President Truman's Address to the Armed Forces*, *President Truman's Address to Congress* [April 16, 1945], *Opening Broadcast of United Nations Conference on International Organization*, and *In Memoriam—Franklin Delano Roosevelt*.

The recorded informational programs remain with all outlets as part of a basic information library, for use not only in broadcasting, but also in discussion groups, orientation hours, and education classes. Thus informationals become three-pronged instruments of education, by short wave broadcast, by local broadcast in theaters of war, and by supplemental use over sound systems and playback units.

Educational programs produced by the AFRS in cooperation with the Army Education Branch meet a broader and more general need than the informationals: "the type of education which the majority of our people must have if they are to be good citizens, parents, and workers."<sup>1</sup> Standards for educationals are those stated in *A Design for General Education for Members of the Armed Forces*, prepared by a committee under the chairmanship of T. R. McConnell and published by the American Council on Education.

The efforts to achieve the goal, summarized by Mr. McGrath and detailed in the McConnell Report, in the year and a half since the Education Unit of the AFRS was organized have necessarily been conducted within the framework of American broadcasting as a whole. Inasmuch as it was both desirable and necessary for the armed forces to secure programs from domestic sources, the goal has been achieved only to the degree that the

best of American radio productions generally have achieved this goal. Furthermore, it was essential to consider the conditions which war imposed upon the interests and attitudes of servicemen and women overseas in applying the standards. In short, it was necessary to select programs which met as nearly as possible the educational standards and which, at the same time, would interest potential overseas audiences. Although it has been established by research that overseas listener interests are much the same as those of the same listeners were they living normal civilian lives in the United States, the distinction between the two listening situations results in a difference in interests. The fact of being away from home, the restricted choice of programs overseas, the limited number of radio sets, and the circumscribed listening hours and conditions were factors to be considered. Similarly, significant psychological factors were involved, such as the maturing experience of war, the resentments toward real or imagined behavior of the home population, and the persistent tensions and strains. It was clear that the only way to cut through such a complex was to select radio programs which told the truth insofar as competent students and authorities could agree upon it. Thus, after satisfying the criteria of probable educational value and interest to potential listeners living in a war situation, it was necessary to determine whether or not the education was accurate. Did the program present the facts—facts of detail and facts of interpretation? At this stage of program selection, the main concern was with the quality of the education by radio.

On the operating level, the initial selection of scripts for probable educational value and interest is made either in the New York or the Los Angeles office of the AFRS, followed by occasional consultation with specialists who may be immediately accessible, such as members of the faculty of Columbia University in New York. Scripts then are routed to Washington to the Army Education Branch, Radio Program Unit, which finally reviews the initial selections for educational value. If necessary, Education Branch further refers scripts to appropriate agencies of the government, both within and without the War Department, and to civilian agencies. Examples of such

agencies are the Department of Agriculture, Library of Congress, U. S. Public Health Service, TVA, and the George Washington University, all selected in relation to the content of the script involved. Within the War and Navy departments, agencies which include in their personnel sociologists, anthropologists, geographers, historians, psychologists, psychiatrists, physicians, and surgeons review scripts. Some twenty different agencies, both governmental and civilian, review scripts, although any one script seldom is reviewed by more than two or three agencies. The military security review is made by the Bureau of Public Relations. Such a thorough check of scripts is particularly essential for material to be released to the armed forces overseas for reasons both of principle and effectiveness. Service personnel overseas deserve the best material which the nation can provide, whether in educational or entertainment broadcasting. Furthermore, known reactions overseas to inaccuracies, "home front" attitudes, and "overselling" in all types of information, education, and entertainment are direct and vigorous. Because troops overseas are removed from the usual social controls, what they might ignore or politely tolerate in this country they will pointedly reject or rebuff. The programs must be right if the link with the states is to be constructive and helpful. It is not enough that there is a link with the states by radio—it must be a strong and dependable link, an honest and sympathetic and understanding link.

Each week the AFRS now distributes four half-hour educational programs. Two are dramatic, and two are the discussion type. One of the former type is *This Is the Story*, which includes programs on the historical backgrounds of places, people, and issues of the war. Representative titles have included "Saipan," "Thomas Wolfe," "Western Star," "C. V. 13," "One Man Air Force," "Magna Charta," "Our Frontiers Never Disappear," "Isaac Wise," "A Mask for Jefferson," and "Starvation in Jamestown." The 48 programs in this series produced through June 30, 1945, were drawn from eight network series, several special broadcasts, and from AFRS original scripts. The other dramatic series is *Your Science Magazine of the Air*, in which both science at war and the

<sup>1</sup> Earl J. McGrath, "General Education in the Postwar Period," *Annals of the American Academy of Political and Social Science*, 231: 74; January, 1944.

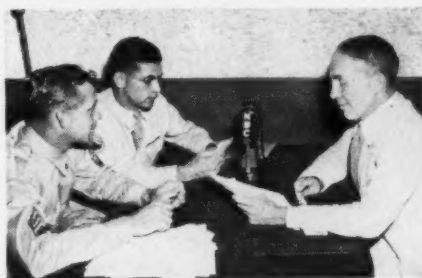


growth and significance of the natural, biological, and social sciences have been depicted in such programs as "Chemistry," "Lister," "Hitler," "Infantile Paralysis," "Ancient Empires," "Penicillin," "Meteorology," "Reading the Past in Tree Rings," and "Waldemar W. Haffkine." Seven series, occasional special broadcasts, and AFRS originals have supplied these programs as of June 30, 1945. These two dramatic series are distributed in the weekly unit shipments of entertainment programs to AFR Stations.

Two dramatic series of limited length were distributed late in 1944. *They Call Me Joe*, produced by NBC's University of the Air, in cooperation with the AFRS and the Army Education Branch, related the contributions of various national groups to American life. Among the groups represented were Filipino-Americans, Irish-Americans, Chinese-Americans, Italian-Americans, Norwegian-Americans, Balkan-Americans, Negro-Americans, Japanese-Americans, Armenian-Americans, German-Americans, and Jewish-Americans. The series was awarded the Citation of Distinguished Merit by the National Conference of Christians and Jews. Another brief series included outstanding productions of *Cavalcade of America*, such as "Valley Forge," "Abraham Lincoln," "Thomas Paine," "Laziest Man in the World," and "Witness for the People." The commercial announcements of the original productions were deleted, of course, as in all AFRS productions of commercial programs either entertainment or educational. Several programs from these two series as well as from the present four half-hour productions are now being produced for distribution on troop transports carrying forces for redeployment, separation, or hospitalization. Transports bound for the Pacific in the redeployment program will be supplied such titles as "Filipino-Americans" and "Japanese-Americans."

Discussion programs were added to the AFRS educational schedules early in 1945 in the series called *Heard at Home*, and *Our Foreign Policy*. *Heard at Home* consists of a weekly selection from one of the four leading discussion series broadcast nationally. To supplement this series, the War Department has prepared a handbook on the conduct of discussion programs, entitled *G.I. Radio Roundtable*, to encourage

the production of local discussion programs in theaters of war, both in connection with the *Heard at Home* and *Our Foreign Policy* series, and with the Army's *G.I. Round Table* series



ARCHIBALD MACLEISH and two servicemen, broadcasting State Department Report.

of handbooks on numerous subjects of contemporary interest. The handbook subjects range from housing to women working after the war, and from our allies to our enemies in the war. Another type of discussion series, presenting government officials and members of Congress, is *Our Foreign Policy*, which is distributed weekly. The AFRS and the Army Education Branch have cooperated closely with the producing network in this series, which because of its official and semi-official nature has special importance for service personnel. These two discussion series are retained by the using AFRS outlets, and are available for use not only for broadcasting, but for discussion groups, orientation hours, and education classes. They form a part of the AFRS Basic Information Library, which includes the informational programs referred to earlier.

Selections of particular programs from domestic sources is based on findings of the Research Branch, Information and Education Division, AFR Station reports, and observations overseas by AFRS program personnel. Crossley and Hooper ratings in this country also offer a guide to probable acceptance overseas. It is significant to note that many of the educational programs are secured from series which have comparable or superior ratings to many popular entertainment series. Refined research on specific listener preferences among the individual series, programs, and types is not available, however, nor is research available on the listener effects. The complications of research among men in movement in war are obvious. It is

probable that the stabilized conditions of the European Theater will provide an opportunity to conduct revealing research of permanent value to broadcasting in all its phases. It is known by limited research to date that radio ranks first among troops as a source of information and entertainment; that serious interests are higher than might be expected; that interest in learning about the issues before the nation and the world, and what is being done about them, is great; that dramatic programs rank lower than news about the states, comedy, popular music, and sports generally, but above religious, classical, and hillbilly music. The preferences for specific dramatic programs are not yet available in dependable research. Perhaps a clue to the preparation of dramatic material which will particularly interest the armed forces can be found in the high preference for news about the states, which implies first a serious taste, and secondly an area rich in subject material. Quantitatively, approximately five per cent of time and number of total AFRS programs are educational, which compares roughly with similar figures in domestic radio in the United States. But this does not yet prove conclusively that service personnel want only five per cent of their programming to be purposefully informational and educational, because AFRS recorded programs comprise roughly only half of the daily program structure of most AFR Stations overseas. A full analysis of overseas station schedules, plus comprehensive listener studies, should yield significant material for the future development of American radio, both commercial and educational. The millions of the armed forces who listen to radio overseas today will become a most influential section of the general population tomorrow, and will be the parents of a new generation of Americans.

Viewing American educational broadcasting in terms of the needs of the armed forces for educational scripts, approximately one script in four of all programs whose subject material has been judged of interest for overseas personnel, is not acceptable because of factual and interpretative inaccuracies. This statement is based upon results of the thorough review which all scripts receive by the Army Education Branch, and other agencies.

[please turn to page 12]

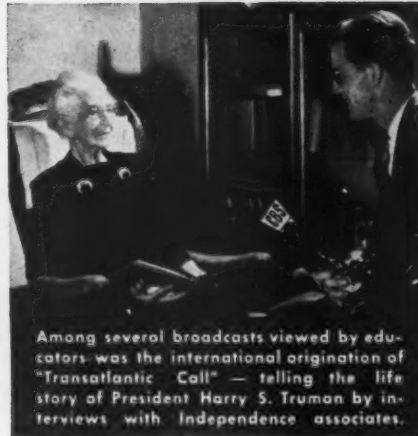




Educators were introduced to the faculty on the opening day of the Institute with Dr. Charles F. Church, KMBC director of education, presiding.



Classroom instruction was given each afternoon under the tutorage of such well known radio experts as Mortimer Frankel, CBS Associate Script Editor. Two graduate credits were granted by the University of Kansas.



Among several broadcasts viewed by educators was the international origination of "Transatlantic Call" — telling the life story of President Harry S. Truman by interviews with Independence associates.



Among the many national personages brought to Kansas City for lectures was Lyman Bryson, director of education for the Columbia Broadcasting System.

## They came and they saw—



All work and no play — ! Brilliant banquet climaxed the three weeks of serious study!

# and were they conquered?

The first KMBC "Radio Institute for Teachers" is now a thing of the past, but words of appreciation linger on. Three hundred educators from throughout the Heart of America met in Kansas City for three weeks study of all phases of American broadcasting. With their great influence upon future generations they return to their students in the Fall better qualified to utilize the limitless possibilities of radio in the classroom. Thus, the long cherished dream of Arthur B. Church as president and founder of KMBC becomes a reality.

## NATIONALLY KNOWN PARTICIPANTS!

- Kenneth G. Bartlett
- Lyman Bryson
- Dean Douglass
- Bill Downs
- Capt. W. C. (Bill) Eddy
- Maud Ellsworth
- Marguerite Fleming
- Mortimer Frankel
- Edgar B. Gordon
- Ola B. Miller
- C. E. Hooper
- George Jennings
- John J. Karol
- Sherman Lawton
- Elizabeth Goudy Noel
- Dr. F. P. O'Brien
- Margaret Snyder Perko
- Gerald Leslie Taylor

## The School District of Kansas City, Mo.



July 5, 1940

Dear Mr. Church:

With the completion of KMBC's Summer Radio Institute I write in evaluation and appreciation. From many Kansas City, Missouri, public school teachers privileged to participate in the Institute I have received letters expressing gratitude for the opportunity that has been theirs and testifying to the value of the three-week program. These letters are an indication of the high regard in which the Institute has been held and supplement even more numerous oral expressions of appreciation. It is evident that the experience afforded members of our staff and other participants has been most worth while.

The fulfillment of a project contemplated more than a year ago, KMBC's Summer Radio Institute, has in my opinion been an outstanding success. This is due to many factors - careful planning over a period of many months, the setting up of a representative advisory Council; the selection of a well-qualified and capable faculty; provision during the Institute for varied and interesting presentations including addresses by eminent authorities in the radio field and the origination of local, national and international broadcasts; promotion of an awareness to the full appreciation of radio in all of its various phases permitting an acquaintance with radio techniques and the inherent possibilities of radio as an educational medium. As a major item contributing to the success of the Institute, however, I would like the splendid cooperative spirit that was evidenced from its very inception by the interest, enthusiasm and participation of the KMBC staff and personnel. The combination of all of these factors assured the success of the undertaking.

The progressive vision of the management of KMBC in initiating and carrying through to such successful conclusion this Radio Institute and the generosity which it represents are gratefully acknowledged. The experience has been a happy and satisfying one for all of us and its benefits will be found, I am certain, in an awakened consciousness and realization of radio and its contribution to education and our American way of life.

Mr. Arthur B. Church, President  
Radio Station KMBC  
Kansas City 6, Missouri.

Sincerely yours

Charles F. Church  
Superintendent of Schools

## PUBLIC SCHOOLS

KANSAS CITY, KANSAS

July 13, 1940

Dr. Charles F. Church  
KMBC  
Hotel Pickwick  
Kansas City, Missouri

Dear Dr. Church:

I want to commend you and your staff for the splendid KMBC Radio Institute for Teachers which has just been completed. Those who attended the meetings were enthusiastic in their praise and we wish to express our appreciation for your efforts in making this excellent course available.

Through the well organized plans, outstanding instructional staff and the actual demonstrations given at the Institute, the teachers have obtained a broader understanding of the use of radio as a supplemental aid for classroom teaching. They have learned fundamental techniques of program planning, the use of radio in the classroom, and have a greater appreciation of the role of radio in our democratic way of life.

The management of KMBC is to be complimented for its forward looking policy in bringing this instruction to the teachers in this area, and for its cooperation with our Board of Education.

With best wishes for your continued success,  
I remain

Yours very truly,

Charles F. Church  
Superintendent of Schools

CCW

Of course—KMBC-FM,  
an extra service at no extra cost.



# KMBC

## OF KANSAS CITY

Free & Peters, Inc.

SINCE 1928 - BASIC CBS STATION  
FOR MISSOURI AND KANSAS

Inaccuracies range from simple errors in dates, names, and places to seriously false impressions of the meaning of facts. A frequent tendency is exaggeration on the optimistic side of subjects which gives service personnel a false view of life in America and what it will be like when they return. Other tendencies are the all-black or all-white treatment of subjects, the representation of the part for the whole, and the use of the glittering generality. These same tendencies occur to a greater or lesser degree in many scripts which otherwise are highly acceptable, and probably reflect a fundamental problem of radio writing as a whole. Considering the importance of radio to the armed forces as a source of entertainment, information, and education, the distribution of faulty material overseas in any quantity might seriously add to the critical difficulties of service personnel upon their return and adjustment to civilian life. These difficulties, sometimes considered to be exaggerated, already have become apparent as more and more men and women are being separated from the services. It should be clearly understood, however, that these observations are not intended to detract from the large amount of excellent educational material which is available. American radio, as it fully recognizes, has a serious re-

sponsibility to the armed forces, particularly in its reporting of life at home, in all types of programs which might be distributed overseas. It is the wish of the AFRS and the Army Education Branch to assist broadcasting better to fulfill this responsibility, both by its selection of programs, and by consultation with networks and stations in their program planning and production.

The procurement of educational programs for the armed forces poses an interesting problem. To date, the national networks have been the primary sources. There has been practically no response from local and educational stations, many of them certainly producing valuable material, to the invitation published in the *FREC Service Bulletin* of June, 1944 for all broadcasters to submit scripts. Perhaps this is due in part to the fact that AFRS requires high quality recordings of programs in order to produce satisfactory transcriptions. Another factor might be the need for AFRS educational programs in general to deal with broad interests rather than narrow ones. However, the proper treatment of narrower fields, such as regional and local material, should solve this problem, as in fact has been done in some network programs. This challenge to local and educational stations still exists.

In evaluating scripts reviewed to date, their educational level is satisfactory. But there is a definite loss often, as previously detailed, because of factual and interpretative inaccuracies. Too often this appears due to mere carelessness but more often to the compromise between so-called "showmanship" and truth. Carelessness is easily remedied by more careful research and documentation, provided time and personnel are available—it is recognized that broadcasters today are operating under some personnel handicaps. But the compromise of truth in the interests of showmanship is more a matter of principle. There already is ample evidence that the several million American men and women who have lived with war across the oceans and the lands of the world have discovered that there is no need for this compromise. They have learned that the best showmanship is the truth. There is still time for American radio further to mature and improve its educational programs which have particular interest for the armed forces.—CAPTAIN PARKER WHEATLEY, radio director [on leave], Northwestern University, and now with Radio Program Unit, Army Education Branch, Information and Education Division.

## Broadcasts to Schools in Great Britain\*

THE BRITISH BROADCASTING CORPORATION has done some of its best work in the field of educational radio. This is to be expected, since the whole organization and policy of the BBC are highly favorable to the development of educational programs. At present the BBC broadcasts 39 school programs per week, devoting to them an average of 11 hours and 20 minutes weekly. In addition to these it also presents excellent programs for out-of-school listening, as well as many adult educational features. An examination of the school broadcasting department of the BBC will repay any American educational broadcaster.

In Great Britain as in America it has been necessary to solve the problem of liaison between the schools who

were to use the programs and the broadcasters who were to put them on the air. The British did this by organizing the Central Council for School Broadcasting, which is largely independent of BBC control. Its membership is drawn from the national Ministry of Education and from local educational administrators. Its permanent staff is advised by committees of subjectmatter experts and classroom teachers. The Council surveys the schools to determine their program needs, formulates general policies for school broadcasting, promotes the use of the programs, and conducts an evaluation of the broadcasts.

The actual broadcasting is done by the BBC schools broadcasting department under the direction of Mary Somerville. She and her full-time staff of 30 people, following the general guidance of the Central Council for School Broadcasting, plan the programs,

write the scripts, procure guest speakers and performers when necessary, and produce the broadcasts. This staff includes members with experience in teaching, writing, and radio. There are subjectmatter specialists for programs on music, history, science, English, citizenship, geography, and religion, as well as regional specialists for the Scotch and Welsh programs. Some scripts are provided by regular staff members, and others by free lance writers. Four producers are permanently assigned to this department; it is felt that proper pacing and stress for school broadcasts can be better obtained if several producers specialize on programs of this sort. In addition to the staff of 30 listed above, there are also the actors, musicians, and engineers who participate in these programs, as well as the secretarial workers. [Children of school age appear on some BBC school programs, but only

\*This is the second in a series of three articles on the British Broadcasting Corporation. The author, Burton Paulu, is on leave from his post as manager, Station KUOM, University of Minnesota, and is now music director of Radio Luxembourg. The final article will deal with British and American radio programming.



when performers of these ages are called for by the script; professional actors are used for all adult and some juvenile roles.]

What general policies are laid down for the development of school broadcasts? Two things are excluded: the radio is to be neither a replacement nor a model for the classroom teachers. A. C. Cameron, secretary of the Central Council, has stated that "broadcasting neither tries to take the teacher's place nor to teach him his job." [Apparently some teachers in Great Britain as in America have feared that radio might replace them!] The radio as master teacher is condemned by Mr. Cameron as "a misuse of the medium," because that "makes the medium a competitor with the teachers, and in that competition the disembodied voice comes off worst."

On the positive side British theories are quite similar to ours. The teachers' handbook declares: "The purpose of school broadcasting is . . . to provide something which the teacher himself cannot give, and, in particular, to supplement the world of the school on the imaginative side." Mr. Cameron has elaborated on this by outlining three main types of program contribution: [1] dramatizations to bring to life the facts of history or the lives of people in foreign lands; [2] "the voice of the expert"—for example, the army general telling of his experiences in battle, or the subjectmatter authority discussing sociology, medicine, or science; and [3] the performance—such as the reading of poetry, the enactment of drama, or the playing of music.

What of these 39 programs and of the 11 hours and 20 minutes devoted to them each week? While schools are in session the BBC sets aside for school broadcasting the periods from 11:00 to 12:00 a.m., and 1:50 to 3:00 p.m. There are also a few miscellaneous periods, plus a daily five-minute news program. Except for these news commentaries, each school program runs 20 minutes. Most of these programs may be placed in a definite subjectmatter category, though some are suitable for other classes than those for which they are primarily intended. Programs are provided for all age groups, but there are a few more for students from 11 through 15 [the normal school leaving age in Great Britain] than for pupils from 6 through 10. These 39 programs may be classi-

fied as to subjectmatter as follows: music—6; news and current affairs—6; English—5; history—4; regional programs [such as those in English for Scotland, or in Welsh for Wales]—4; geography—3; religion—3; rural school programs—2; gardening—1; sociology—1; science—1; nature study—1; French—1; general—1.

The average BBC school program compares very favorably with our best school broadcasts; in fact if entered in the annual Columbus exhibition, they would probably win more than their share of first awards. The scripts are well written from the standpoint of both radio and education, and the facts in them are checked carefully by subjectmatter experts. Many of the scripts display originality of a high order, and they are on the whole better adapted to the radio medium than are most BBC presentations. A complete analysis of these programs is impossible, but a few series are here singled out for attention.

The five English literature series provide graded programs for students of all ages, and also offer programs of different types for students of the same age but of varying ability. Taken as a group these programs aim to stimulate interest in literature; furthermore—like most BBC school broadcasts—they also have the objective of developing good radio listening habits. The three series for 6, 8, and 10-year-old students respectively, include readings and dramatizations of the same type—and often the same stories—used on similar American programs. The broadcasts for average children of 11 through 14 years are planned to give the students a "satisfying experience of books, plays, and poems which they could not get by their own efforts." There is also a series for the more gifted pupils of this age which emphasizes the development of a critical faculty in judging literature; for example, while the programs for average students aimed only at enjoyable radio versions of Dickens' Christmas stories, the broadcasts for superior pupils dealt with character portrayal in the *Pickwick Papers*. [It will be noted that slight distinctions are often made in the age groups for which programs are designed; thus there are programs for students of 6, 8, 10, and 12 years of age. It is hoped that teachers will use the programs most appropriate for the mental ages and back-

grounds of their students. In practice, both British and American teachers often use programs that are too easy or too difficult for their students.]

In Great Britain as in the United States, music has been found a "natural" for school broadcasting; the BBC presents six school music programs serving all age groups. For children of 6 and 8 years respectively, there are two very effective series entitled "Music and Movement." These are based on the theory that young children can learn to enjoy music if they accompany it with appropriate physical movement. [It should be noted that these are music broadcasts and not physical education classes, despite the association of movement with the music.] The success of such a program for young pupils is bound to depend very much on the skill and personality of the broadcaster; the BBC was fortunate to find a woman with classroom experience who selects and arranges appropriate music, plays it well on the piano, and has a charming manner with young listeners.

For older listeners there are four other series. One, "Singing Together," presents a studio choir with which the listeners are invited to sing. Another, "Music and the Dance," emphasizes the rhythms of serious music. One broadcast in this series included dramatizations of a few interesting incidents from the experiences of Lully while French court composer, together with some of the music he composed for court functions. There is also a series on "Rhythm and Melody" planned for schools without regular music teachers, and a series of orchestral concerts with comments, intended to further enrich the music instruction in schools that do have music teachers.

The four history broadcasts, like those on English and music, provide for several age groups, as well as for students of different abilities within those groups. A progressive, liberal philosophy is shown in the choice and treatment of subjects. For ten year olds there are "Great Stories From the Past," based on stories with a historical basis which have been preserved in literary form. For example, there was one group of programs based on Homer's accounts of the Trojan wars. Another series, this one on the spread of Christianity during the first twelve centuries of the Christian era, drew material from the tales of the

Irish bards, the Song of Roland, Beowulf, and the Norse sagas. All these history programs for 10-year-old pupils are treated as stories and not as history or literature lessons.

The series for 12-year-olds, "Britain and Her Neighbors," shows "Britain as part of the stream of Western civilization, both in Europe itself and overseas." Currently the programs are dealing with the seventeenth century struggle for civil liberty, the French Revolution, and the expansion of Western Europe to North America. In the latter category were two broadcasts entitled "Americans Fight For Freedom"; one told of Paul Revere and the Battle of Lexington, and the other of George Washington.

"The Changing World," a history series for more gifted 13-year-old students, sets itself to discover "some of the factors that govern change in the modern world." The programs during the fall of 1944 were devoted to the growing of food from the middle ages through the twentieth century—a subject in which British children after five years of food shortages and food rationing should have a real interest! Currently the subject is "Industry in a Changing World." Typical of the broad approach of the series is the comment in the teachers' handbook about the two broadcasts on enclosures: they "will bring out the fact that change can cause misery as well as promote prosperity and invite thought on the role of planning in the postwar world." There are also programs on cattle raising in the United States, cooperative farming in Denmark, and collective farming in the Soviet Union. The fourth history series, for students from 10 through 14, deals with prehistory. A feature of some of these programs is a flash back to prehistoric times with a "BBC Observer" giving an imaginary eyewitness account of a typical scene of that era.

Two other series should be mentioned for their unusual subjectmatter. One was a series of talks for older students on modern techniques of social investigation. Topics included the collection and interpretation of vital statistics, a program on BBC listener research technique, a report of a study of working conditions in a Western Electric plant near Chicago some years ago, and "New Pathways in Social Study." Currently the same series fea-

tures a sociologist discussing such posers as: "Is Man Cooperative by Nature?" "Is Man Competitive by Nature?" "What to Do About Prejudices," and the problem of reconciling freedom with responsibility in a democracy.

The BBC has on several occasions plunged boldly into sex education programs. Its present general science series for 13-year-old students, which is subtitled "How Your Body Works," includes these three programs: "New Cells and New Human Beings," "How a Human Baby Begins to Develop," and "The Baby Is Born." The teachers' pamphlet for this series has a diagram of the fertilization of the starfish egg, and another of a human embryo at the age of two months.

How much reference do BBC school programs make to the United States? The answer is—a great deal. Thus, the geography series for 13-year-old students entitled "Recent Developments in the Americas," included several programs on the United States, the subjectmatter being indicated by such titles as "Motor Cars and Aeroplanes at Detroit," "Farm and Factory in Southern New England," "The Tennessee Valley Authority," "The Maize Belt—Lend Lease Food," "Oilfields of Texas and Louisiana," "Indian Farmers and Shepherds in South West U.S.A.," "Trail, Rail, and Air Across the Mountain States," "Shipyards on the West Coast," "The Panama Canal."

Mention has been made of the program on cattle raising in the United States, and of the history series which included programs on Paul Revere and George Washington. There is also a series for students from 10 to 14 years old entitled, "If You Were American." About these programs a BBC bulletin states: "As the understanding of one's neighbours is an essential attribute of a good citizen, this series is placed in the period on our time-table usually allotted to citizenship." Talent for these programs included special transcriptions by American high school orchestras and choruses, reports on the United States by returned British evacuee children, and appearances by Americans—both civilians and soldiers—now in England.

To measure the effectiveness of these programs the Central Council for School Broadcasting maintains an evaluation project. Some teachers have volunteered to make regular reports

on the programs they use. Although a valuable source of information, these have the limitation of representing the opinions of teachers who, because of their motivation, normally employ good utilization practices. Therefore, they are supplemented by visits to other classrooms by members of the Central Council staff. Reports made within a day or two of each broadcast are supplemented by appraisals made at the conclusion of a whole series of programs. The results of all these evaluations are made available immediately to all persons concerned with the planning and production of school programs.

American broadcasters and teachers will derive some comfort from the fact that effective utilization is no more universal in Great Britain than in the United States. It appears that Britain, as America, has many teachers who turn on the radios in their classrooms without making any effort to use the programs effectively. In the hope of improving this situation, the Central Council sponsors utilization demonstrations before teachers' groups in much the same way we stage them in America. Teachers' courses in normal schools in Great Britain are beginning to give instruction on good program use also.

How many schools use radio in Great Britain? The registration indicates that about 14,000 schools listen, and that some 560,000 students hear the programs regularly. It appears that the travel programs [which usually include appearances by people who have had personal contact with the place under consideration], and the nature programs, have the most followers. Foreign language programs have the fewest listeners. The Listener Research Department reports an average home audience of one million listeners for school programs. In gathering statistical data on this and other phases of British broadcasting, incidentally, one notices a much more conservative trend in quoting figures than we Americans display. Whereas most American broadcasters are inclined to reply with very large figures—perhaps larger than the facts sometimes justify!—the British tend to understate the total number involved.

In audience building at present, the British school broadcasters have one problem which is much less acute in the United States—the great deteriora-



tion in the supply and quality of school receivingsets during the war. Britain's long participation in the war, the great loss of material from enemy action, the shortage of manpower, and the necessity of importing many raw materials, have created a real problem here, much bigger than any we have yet felt. A partial compensation for this has been made in the production of school programs through the curtailing of sound effects, and the slower pacing of programs. Somewhat akin to the problem of equipment is that of radio workshops, now growing up in so many cities in the United States. Very few British schools have such workshops; in fact the movement is almost nonexistent.

The amount and type of literature distributed to teachers and students is now greatly reduced from pre-war standards, but both quantity and quality are nevertheless very impressive. A large sheet is distributed for wall posting. In addition to a general information bulletin of twenty-four pages outlining all the programs, there are also teachers' handbooks varying from two to twelve pages for each series. The elaborate pre-war illustrated brochures have had to be eliminated due to paper shortages, but even at that the literature now available will stand comparison with most of ours.

The school broadcasting department of the BBC is unquestionably one of its finest features. Its staff is highly competent. Its 39 programs cover a wide variety of subjects; they are well planned and skillfully presented. There is no hesitancy about dealing with controversial social, political, and personal problems. There can be no doubt that the radio needs of British schools are well served by the BBC school broadcasting department and the associated Central Council for School Broadcasting.

This article is a report on school broadcasting in Great Britain rather than a discussion of the relative merits of British and American school programs; if comparisons must be made, the matter may be dismissed by saying that the best school programs of either country would compare favorably with those of the other. There is certainly more similarity in theory and practice between British and American school programs than between most other types of broadcasts in the two countries. However, in observing both sys-

tems, one notices differences as well as similarities. The differences result from the differences between the countries themselves, from the divergent school conditions in the two countries, and from the individual influence of the people doing the broadcasts. The similarities—which far outnumber the differences—stem from the common problems confronting all people who plan radio programs for school use. In the last analysis there are features in

each system worthy of study by the other. Surely educational broadcasters from both countries should exchange as much information as possible. As a practical contribution towards this objective, the author of this article is now developing a project to obtain for the BBC recordings of representative American school programs, and hopes soon to collect similar BBC material for study by American radio educators. —BURTON PAULU.

## Postwar FM Band Shift

*On June 27, the FCC announced a postwar shift in the FM band. Under the new allocation, educational FM stations will use the frequencies between 88 and 92 megacycles. Wondering what effect this shift might make on educational FM stations, the Editor asked for comments from William B. Levenson, director, WBOE, Cleveland; and George Jennings, acting director, WBEZ, Chicago. Their comments follow:*

### From Cleveland

The recent action by the FCC in moving FM "upstairs" has little effect upon applicants for FM non-commercial educational stations. However, it does mean that the few FM stations of this type now in operation will have to modify their transmitting equipment. Receivers are also affected. In Cleveland, for example, existing FM receivers are either rendered obsolete or will have to be equipped with a converter. Such a converter using FCC specifications has been constructed by our technical staff for a cost approximating ten dollars.

The more important implications of this FCC move, however, should be understood by educational stations contemplating the establishment of an FM station. It means, in the first place, that whereas under the old allocation, education was allotted five channels; under the permanent allocation recently announced, education has been granted 20 channels. By placing these channels in the 88 to 92 megacycles band alongside commercial FM it means also that when new FM receivers are put on the market, educational institutions operating an FM station will have a long-awaited opportunity to visit the living rooms of the taxpayers, and there with proper pro-

gramming and production "adult education on the air" will take on additional meaning. It should be remembered too that the broadcasting hours of an FM non-commercial educational station are unlimited. That is, a station can be on the air all hours of the day and night as desired.—WILLIAM B. LEVENSON.

### From Chicago

The recent action of the Federal Communications Commission in changing the allocated band of educational FM stations, in reality, will affect very few—the five or six stations which are at present broadcasting.

While there seems still to be a considerable amount of question as to the advisability of the FCC in making the change, at least among the commercial FM operators, the school system or university which either has an application pending or is considering making an application for an FM station will have little more to do than change certain figures on its application blank.

With us who are at present operating, the change means that we'll have to go before our respective Boards and request additional funds in order to make the changeover, since our present transmitter and antenna equipment, as well as whatever receivers there are in the classrooms, will be made obsolete.

While there is no doubt that the expense can be justified [and while the changeover is being made there is a possibility of requesting additional power from the FCC] the outlay of \$20,000 or even less can loom large in the budget. This may be an opportunity for school systems at present on-the-air to evaluate their service, both to the schools and to the general audience.—GEORGE JENNINGS.



# Alpha Epsilon Rho



ALPHA EPSILON RHO and the AER

*The purpose of these paragraphs is to clarify the relationship between Alpha Epsilon Rho and the Association for Education by Radio.*

Alpha Epsilon Rho is a national honorary fraternity for undergraduates who have done outstanding work in radio at colleges and universities where the broadcasting work is recognized as being of good quantity and high calibre quality. The quantity is defined by the constitution. The quality is judged on the basis of various evidences submitted by a group when it applies for a charter.

Various requirements for the grant and maintenance of a charter are specified in the fraternity constitution. The articles of the constitution, like the grants of charters, are determined by vote of the active chapters or their representatives in a National Council.

Alpha Epsilon Rho grew out of a group known as Beta Epsilon Phi, established in 1939 and nationalized in 1941. About that time some members and officials of the Association for Education by Radio were planning a national honorary radio fraternity to encourage high standards of student work at the college level. It appears, also, that several members of the United States Office of Education were discussing how best to stimulate such an enterprise. Several aspiring groups had already undertaken nationalization without much expansion resulting.

Unofficial discussions between the executive secretary of Beta Epsilon Phi, the president of the Association for Education by Radio, and other AER officials, resulted in the following agreements, some of them later confirmed by AER legislation, some established by practice, and some apparently not clearly understood by some AER and AEP members.

[1] The name of the fraternity was changed to Alpha Epsilon Rho to correspond to the English letters, AER, of the Association. AEP ritual was rewritten to build a symbolism around the newly chosen Greek letters.

[2] AER gave official sponsorship to AEP by appointing the executive secretary of AEP to the position of chairman of the Workshop and Fraternity Committee of AER, and accepting AEP as one of the projects of the committee. The same appointment was made again after later elections.

It should be clear, however, that there is no implication that this appointment is permanent nor automatically renewable; AER is committed to no such agreement.

It should also be clear that Alpha Epsilon Rho does not consider itself a dependent of AER; officials and chapters consider AEP an independent fraternity, with the fortunate sponsorship of AER—a sponsorship which could be withdrawn at any time but which would in no way mean the discontinuance of the fraternity.

The advantages to both groups in continued affiliation will be mentioned later.

[3] The pages of the AER JOURNAL were opened to AEP news. It was understood that a regular column in the Journal could take the place of a news bulletin published independently by the fraternity, and that the contents of the Journal column need not have general reader interest, but could be addressed to the members of the active fraternity chapters.

The fact that the AEP column has not appeared in every issue of the JOURNAL can be attributed to several factors. The major factor is that an honorary group does not make news every month. A second factor is that chapters have often failed to send their news to the national office. Third, the AEP national office has not been sufficiently alert to follow the changing deadline dates of the JOURNAL. Fourth, the AER system of handling news submitted has sometimes resulted in omissions or delays. A new system of fraternity news coverage should result in improvement.

[4] All fraternity members, upon payment of initiation fees, become Associate Members of the Association for Education by Radio. The fraternity national office subscribes to the JOURNAL for each new member for a period of two years, at a cost of one dollar per year for each subscription.

The advantages to AER in sponsorship of AEP are: [1] AER gives stimulus to a group which has one of the same objectives; that is, the development of quality work on college campuses and recognition for it. [2] AER JOURNAL subscriptions are increased substantially in number; this should have some bearing on advertising rates and policies. [3] AER is securing the early interest of the best radio students wherever AEP exists, so they are more likely to become full AER members after graduation.

The advantages to AEP in being sponsored by AER are: [1] AEP members have the advantage of a better publication, at a lower cost, than could be managed if the fraternity published its own bulletin. [2] AEP members can keep in touch with mature practitioners in the field of radio education, and have the assurance that their fraternity is nominally backed by a recognized organization. Under AER sponsorship, AEP will have granted charters to ten strong chapters by the time this article appears.

Later issues of the JOURNAL will clarify the purposes and organization of Alpha Epsilon Rho. Inquiries or applications for charters should be addressed to Sherman P. Lawton, executive secretary, Alpha Epsilon Rho, University of Oklahoma, Norman, Okla.

## Radio Workshops

### Sacramento

A salute to the radio industry on its twenty-fifth anniversary, done in the form of a broadcast over the Pacific Coast network of the American Broadcasting Company, climaxed the KFBK Radio Summer School in Sacramento, California on July 28. Nearly half of the 100 public school teachers enrolled in the course tried out for a score of parts, the theme of the program being what radio today means to the listener.

This summer school of three weeks was operated by Station KFBK in co-operation with the Sacramento public schools and the American Broadcasting Company. It was unique in many respects: It was offered without charge to the teachers; the Sacramento school board gave those completing the course two salary increments; and KFBK made the school different from any other type of summer school, besides the network salute to radio.

There was a garden party, for instance, given at the home of Eleanor McClatchy, president, McClatchy Broadcasting Company, and attended by the teachers and state and city education officials.

There was a picnic box lunch served the teachers immediately after they received their certificates, the boxes and napkins being decorated with Gaby—

the animated radio bee drawn especially for the McClatchy stations by Walt Disney. Lastly, KFBK distributed to every teacher enrolled a packet of photos taken at various times during the school.

"You've spoiled us for any other summer school session," one teacher exclaimed.

Mrs. Kathleen N. Lardie, assistant supervisor, Department of Radio Education, Detroit public schools, was the director of the school. As newly-elected secretary of the AER, she took away with her memberships of nearly everyone enrolled in the course, as well as many members of the KFBK staff and Sacramento and California educators, including Dr. Walter F. Dexter, California state superintendent of public instruction, who warmly endorsed the school. Frances Frater, program department, McClatchy Broadcasting Company, was the assistant director of the school. Other faculty members included Dr. H. B. Summers, director, public services, Eastern Division; Francis Conrad, station relations manager, and Ted MacMurry, production manager, both of the Western Division, American Broadcasting Company; and Francis Noel, chief, Division of Audio-Visual Education, California State Depart-

ment of Education, and formerly audio-visual consultant for the Conference of Allied Ministers of Education, U. S. Department of State.

A feature of the school was a program presented by the following officers of the Armed Forces Radio Service: Colonel Thomas H. Lewis, commandant; Lt. Col. True E. Boardman, chief, Troop Information Planning Section; and Captain Fordyce Cowing, assistant executive officer.

## Philadelphia

The Third Annual Radio Workshop, conducted by Westinghouse Station KYW in cooperation with the Philadelphia Board of Public Education met in the Studios of KYW from June 27 to July 31. Planned under the direction of Gordon Hawkins, program and educational director, Westinghouse Stations, Inc.; Col. "Bill" Galleher, educational director, KYW; and Gertrude A. Golden, district superintendent, Philadelphia public schools, the Summer Workshop was directed toward "the further enrichment of educational opportunities for the youth of Philadelphia through the teaching and utilization of radio." As in previous workshops, KYW offered the facilities of its station in a cooperative training program for 40 teachers of the Philadelphia area.

Robert Hudson, director, Rocky Mountain Radio Council, was the visiting consultant for the last two weeks of the workshop. The teaching staff in addition to Mr. Hawkins and Col. Galleher, included radio assistants of the Philadelphia public schools, Ruth Weir Miller, Ruth A. Doerr, and Warren E. Kay; and Alun Williams, KYW assistant educational director; visiting lecturers and consultants included George W. Slade, educational director, WBZ, Boston and WBZA Springfield; Dale Jackson, KDKA, author of the educational science series, "Adventures in Research"; Dorothy Lewis, National Association of Broadcasters; and Robert B. Macdougall, educational director, WAAT, Newark, and Region I AER president.

Four different courses were presented during this third season in order to give workshopers a chance to specialize in that field of radio in which they were most interested:

**Script Writing for Radio**—designed to train students in the logical progression and dramatic expression of

ideas from the inception of a program idea through to the finished script.

**Radio Production and Acting**—designed to make workshop members familiar with the tools which a produc-



KATHLEEN N. LARDIE, new AER secretary, photographed with Gaby, an animated radio bee, and a new hat presented to her at the KFBK Radio Summer School.

tion director uses and to give them a working knowledge of the techniques involved in radio production and acting.

**Utilization and Evaluation of Radio Programs**—designed to present a survey of the uses of radio in the classroom and the techniques of preparation, classroom listening, and follow-up.

**Organization of School Radio Workshops**—designed to give the student a knowledge of the techniques of script-writing, radio acting, and production as applied to the school workshop; a study of the contribution of the radio workshop to the student, the school, and the community. Students learned not only the theory of radio but how to put theories into practice.

Three scripts written by workshopers and produced by members of the class in production were broadcast in the KYW Summer Series of Educational Programs during the workshop term. The class in utilization and evaluation not only applied the techniques learned in demonstration lessons, but completed valuable research work in the fields of evaluation, program planning, and in the preparation of Teachers' Manuals to be used during the

school year, 1945-46. The work of the class in organization of radio workshops was supplemented by observation in the Junior Workshop Group.

The Junior Section of the Summer Radio Workshop was expanded this year because of the widespread interest of students in radio and education by radio. Accordingly, 50 junior and senior high school students met daily to learn the techniques of broadcasting at KYW. The enthusiasm and sincerity of these youngsters should make them valuable aids to faculty members in the inauguration of workshops in their own schools. The Junior Workshop course consisted broadly of instruction in the general principles of radio and more specifically of training and actual participation in acting, production, and script writing. Workshop Plays presented during the summer season were cast from the junior as well as the adult group.

At the beginning of the 1945-46 school term, the Junior Workshopers will broadcast two of the scripts which they wrote during the summer. Casting and production of these shows will be done by members of the Junior Workshop group.

During the last two weeks Robert Hudson acted as consultant in all classes. His contribution to the workshop included talks on the significance of radio in education and as a social force, on script writing and production, and in the evaluation of radio programs. Mr. Hudson aided materially in program planning in Philadelphia for next year and made many valuable suggestions for the better implementation of educational radio programs.

Station WIP, the Mutual Station in Philadelphia, conducted a Junior Workshop two evenings each week for seven weeks during the summer. Sixty junior and senior high school students chosen by audition from the Philadelphia public, Catholic, and private schools learned the techniques of radio broadcasting including script writing, radio speech and acting, and radio production under the direction of Edward Wallis, program director and Sam Serota, educational director, WIP. These young people, too, hope to organize radio clubs in their schools and Mr. Serota has promised to help them throughout the school year.

Philadelphia schools are grateful to the radio stations which make these



projects possible. Lee B. Wailes, general manager, Westinghouse Radio Stations, Inc., said at the beginning of the Summer Season, "It is our hope that the cause of educational radio will

be furthered in Philadelphia by our mutual enterprise." That this has been accomplished has been borne out by the experiences of the Workshopers of 1945.—RUTH WEIR MILLER.

## Reviews

*The American Story.* By Archibald MacLeish. New York: Duell, Sloan & Pearce. 1944. xii+231 pp. \$2.00.

This book gathers ten broadcasts presented to radio listeners of NBC's University of the Air. Their theme, says MacLeish in his Foreword, "is the American experience—the experience common to the Americans of the early settlements and voyages, of whatever race." The material is in prose, often highly rhythmical, and is frequently based on the exact narratives of early explorers and historians. In successive episodes MacLeish tells of the discovery by Columbus, describes how different adventurers named the rivers they found, in what fashion it was that the name America was given our continents, what sort of men the natives were and by what means Cortes vanquished the Aztecs and other white men fought other tribes, how lovely the land seemed to the early wanderers from Europe, for what reason it was that the colonists settled here and why Nat Bacon rebelled, and how in many places, Spanish as well as Anglo-Saxon, ideals of freedom were cherished.

If only one adjective were to be used to describe MacLeish's radio chronicle, it would have to be "noble." This devoted lover of America has raised his account of its early days to the level of the grand style. His learning also needs to be stressed; he has made skillful use of source material. In general, MacLeish has gone back to the mood in which he composed his *Conquistador*, although a social purpose animates *The American Story* that was absent from the work written in earlier and more carefree days.

MacLeish points out that radio is a peculiarly suitable medium for the use of such extracts from sources as he has here employed; its sound effects and aural effectiveness do indeed give such passages a special significance. If this reviewer may be allowed a personal note, he believes that he first introduced MacLeish to the world of radio, when he made an arrangement for him

to read some of his poems over the air, under the auspices of CBS's American School of the Air and of the National Council of Teachers of English. It was a service to radio and to sound American teaching.—MAX J. HERZBERG.

*Teaching through Radio.* By William B. Levenson. New York: Farrar & Rinehart, Inc. 1945. 474 pp. \$3.00.

This is the book that all of us have been waiting for—all of us, that is, who teach teachers to understand radio better and to make more effective use of it in the classroom. Until it appeared, the only available book to fill this need was Margaret Harrison's *Radio in the Classroom* which, having been published in 1937, had begun to suffer somewhat from age.

Dr. Levenson's broad experience in educational radio makes what he has to say of importance to all teachers as well as to radio people. He is directing supervisor of radio for the Board of Education, Cleveland, Ohio; and FM Station WBOE, the use of which is geared into the Cleveland school program, is under his direction. Furthermore, Cleveland is an outstanding example of the way in which education and radio can team together successfully under competent direction and with the understanding cooperation of an entire school staff.

*Teaching through Radio* covers all of the important aspects concerning school use of radio from preparing the program, through effective utilization, to measuring the results. There are chapters on public relations broadcasting, the contributions of auditory aids to teaching, and the school radio workshop. Other pertinent topics are also included.

The writer used Dr. Levenson's book with a class of teachers and prospective teachers the past summer. He recommends it highly. It will be used in other colleges of education and teacher training institutions as well as by individual teachers who, unable to take a formal course, can learn much

from the excellent suggestions with which the book is filled. It is recommended also to members of the radio industry, writers and production men, particularly, who have no small responsibility to the educational implications of the radio medium.—TRACY F. TYLER.

*The International Control of Radiocommunications.* By John D. Tomlinson. Ann Arbor, Michigan: J. W. Edwards. 1945. 314 pp. \$2.50. (Lithoprint).

This study, originally presented as a dissertation at the University of Geneva, Switzerland, has been reprinted, so the publishers say, at the suggestion of eminent authorities within the government. Its significance lies in the fact that it contributes to an important area of international government.

The book reviews international legislation in the radio field, beginning with the Berlin Conference of 1903 and ending with the Conference of Cairo, 1938. A chapter is devoted to the regulation of broadcasting and the work of the International Broadcasting Union. There is discussion of such problems as international interference, traffic and operation, frequency allocation, regional and bilateral agreements, legislative, administrative, and judicial machinery, and the influence of private companies and international organizations.

Mr. Tomlinson comes to grips with many of the important radio issues which will be faced in the postwar world. One in particular is the fact that, as he states it, "The legislative process in the international control of radio has been shown to be more advanced than the interpretive and enforcement processes." [page 301]. If, in the past, as he goes on to point out "judicial concepts have played a small part in the international control of radio," [page 303], and "the international control of radio has not advanced beyond the political and technical stage" [page 304], the end of the war may find us at the point where an international organization with real power over radiocommunications will prove essential. *The International Control of Radiocommunications* constitutes an excellent source for securing rather quickly a substantial background in this important field of international policy.—TRACY F. TYLER.



*The National Association of Broadcasters*

announces the adoption of revised

**STANDARDS OF PRACTICE**

containing the following

**FOREWORD**

Broadcasting is dedicated to freedom of expression, limited only as prescribed by law and by considerations of decency and good taste.

The National Association of Broadcasters formulates and publishes the following Standards of Practice as a guide to assist the licensee in operating in the public interest.

Determination of what shall be broadcast rests entirely with the station licensee and this responsibility may not be delegated.

*Press-Radio Statement of*

**J. HAROLD RYAN, President, National Association of Broadcasters**

**August 8, 1945**

"The twenty-fifth year of broadcasting is most appropriate for a renewed declaration of principles which assert the complete independence of station management in determining its own operation in the public interest. These Standards of Practice provide flexibility and enable the individual licensee to meet the varying social and economic problems growing out of our democratic processes, as they affect the area which his station serves. They are a strong safeguard of free radio in America."



*A Copy of the NAB Standards of Practice  
may be obtained by addressing the*

**NATIONAL ASSOCIATION OF BROADCASTERS**

**1760 N ST., N.W., WASHINGTON, D. C. (6)**



## **first** *in War!*

Robert Zimmerman, KGW's alert new Educational Director, established an enviable record at Washington State college, the Spokane Public schools and Portland's Lincoln High school. "Bob" takes charge of KGW's already extensive educational activities. Since 1933 KGW has supplied classroom education to the Portland Public schools, with five-times-a-week courses in such subjects as history, geography, science, health, current events and Latin America. Under Bob Zimmerman's direction, KGW confidently expects to make an even greater contribution to Education by radio.

## **first** *in Peace!*

In 1933, too, KGW "signed up" the Montana Cowgirls, three gals from the wide open spaces and, in their day, one of the best Western acts on the air. LaRaine, pictured here in her sombrero, sang and played the guitar



## **first** *in Audience Influence*

Station KGW classroom programs in cooperation with the Portland School board were started and the Montana Cowgirls were signed up in the same year—1933. For 23 years KGW has provided the broadest possible audience—that's why it's a "FIRST" with advertisers, too!

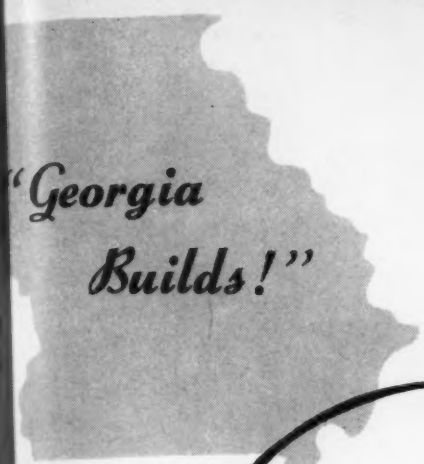
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*"Georgia  
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A New Series of Educational Radio Programs  
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EACH MONDAY:

The famous "Uncle Remus" stories—told for children in kindergarten, 1st, 2nd, and 3rd grades.

EACH TUESDAY:

"Art and Artists—" an acquaintance course with art as they see it every day. For the 6th grade.

EACH WEDNESDAY:

"Georgia at Work—" stories of Georgia's products and resources. Dramatizations for the 5th grade.

EACH THURSDAY:

"Songs and Stories of the Southland—" the folklore, folk-songs, and dances. For the 4th grade.

EACH FRIDAY:

"Rich's Radio Quiz—" a participation show with students from the 6th grade classes.

*Radio Programs will be broadcast for schools in Atlanta, Augusta, Brunswick, Macon, Savannah*

A PUBLIC SERVICE PROGRAM FOR THE SCHOOLS, PRESENTED BY

**RICH'S**  
*Atlanta*



# ALUMNI — Fifteen Hundred



THE 1500th CERTIFICATE will be among those awarded this year for satisfactory completion of training, under NBC auspices, in fundamentals of radio broadcasting procedure.

In the early months of 1942, war needs were draining trained personnel from radio faster than replacements could be found. Counter-measures were needed—urgently and quickly.

From that emergency came the NBC-Northwestern University Summer Radio Institute—an academically accredited organization offering intensive, practical training by experts under actual operating conditions. The Institute was supplemented in the following year by similar establishments with the co-operation of the University of California at Los Angeles and of Stanford University. And building further upon these successful foundations, NBC last winter joined with Columbia University to present accredited courses in practical radio subjects during the regular academic year. From

the standpoint of student enrollment and number of courses, this represents the most extensive training program yet undertaken in the field of radio education.

These four institutions will again have capacity enrollments for 1945. Selected for aptitude, experience, and the abilities to absorb and apply their training, students will receive instruction from NBC staff members and university faculties in continuity and dramatic writing . . . announcing . . . program planning and production . . . radio teaching . . . news editing and writing . . . utilization . . . control room operation . . . sales techniques . . . radio history and survey . . . music for radio.

. . . .

Here again are examples of NBC's leadership in service . . . service to the radio industry, to sponsors, to listeners . . . and to education . . . a continuing service that helps maintain NBC's position as America's No. 1 Network.



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A Service of Radio  
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